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ABSTRACT

A practical guide to preparing an undergraduate research paper in African history is provided. Since the common problems of choosing a topic and locating needed resources often require more time than is necessary, suggestions which increase efficency in these stages are emphasized. A short annotated list of African history textbooks with clear opinions and controversial generalizations are suggested as suitable materials for leading a student to a topic for research. The fundamental controversy in African historical writing today is over the degree of continuity or change from precolonial times, through colonial rule, to the present. This controversy can lead to specific questions which are suitable for research papers. In the process of defining a topic, the student should move from an assumed generalization to the testing of a hypothesis about the generalization. Nine assumptions and possible hypotheses are suggested for further study. Relevant bibliographical aids include instructions on how to use the card catalog, indexes, handbooks and encyclopedias, bibliographies, the human relations area file, scholarly journals, maps, and atlases. (Author/DE)

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A BRIEF GUIDE TO PREPARING AN UNDERGRADUATE RESEARCH PAPER IN AFRICAN HISTORY

Occasional Paper #75-2

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PREFACE

At the very outset, the authors come to grips with some of the concerns of faculty members which are often not openly acknowledged in public discussions of term papers.

> More and more, history teachers have abandoned the old standard "term paper" assignment in undergraduate courses. They suspect that such papers are too often bought, borrowed, copied, or, at best, assembled uncritically from haphazard sources, with little effort toward critical analysis.

As I read this manuscript I reflected on my own experiences, feelings, and experiences with term papers--both as a student and as a teacher:

As a student, how many of my own term papers were "bought, borrowed, copied, or, at best, assembled uncritically from haphazard sources"?

Buying term papers seems to be a more recent phenomenon, and I can honestly say that this thought never really crossed my mind at the time; perhaps it was a question of the lack of affluence, or simply naivete--I tend to think it was the latter.

As for borrowing term papers, that at least was something I had heard about, though I never considered it for myself, thinking that it was simply "wrong"--or at least, "not right." After all, wasn't borrowing someone else's paper almost like cheating? I can even remember my strong negative feelings when, on occasion, some of my friends would ask to borrow one of my papers.

As for copying, I think I stayed away from that too, although I do remember (not without embarassment) some rather extensive sections derived from sources which I failed to give the proper citations.

My own area of expertise was with term papers "assembled uncritically from haphazard sources, with little effort toward critical analysis." Here is where I excelled, and interestingly did very well as far as grades were concerned.

There were, however, several undergraduate term papers which were well thought through, carefully researched, and which even reading them today are not sources of embarrassment. Thinking about these notable exceptions, I recall that in each case they reflected a professor who took the time and effort to instruct us in the actual process of term paper writing in general, and to guide us through the particular research techniques and sources needed for the specific term paper.

The authors of this manuscript have prepared what they hope will be a practical guide to preparing an undergraduate research paper in African history. This guide is currently being field-tested in an undergraduate African history course at the State University of New York at Stony Brook. The authors are

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encouraging student evaluation of the guide and plan to revise this initial version in light of feedback from students in the course and hopefully also from comments, criticisms, and suggestions received from users of the ERIC/ChESS network. Please address all correspondence to: Dr. John Williams, Department of History, The State University of New York, Stony Brook, N.Y. 11794.

Eli Seifman, Editor
AHA/HEP Occasional Paper Series

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I. Introduction

More and more, history teachers have abandoned the old standard "term paper" assignment in undergraduate courses. They suspect that such papers are too often bought, borrowed, copied, or, at best, assembled uncritically from haphazard sources, with little effort toward critical analysis.

Many of these suspicions may be justified. But the student, too, has his complaints. Term paper assignments are added on with little relevance to the rest of a course. Professors often give no guidance to the writing of such a paper and do not consider the time required to do an adequate job. A scissors and paste assembling of information is often all the student has time for. Furthermore, students today can take a number of social science courses without ever writing a paper. Or, the student may be asked to write something from ready made materials, without ever having to use the library for any digging, inquiring, or searching.

These are general problems, but they apply with even greater force in African history, for several reasons. Students have less familiarity with African history, in most cases, than with United States or modern European history. Furthermore, as the pages of the Journal of African History quickly reveal, advance research in African history is complex and technical, often very intimidating to the beginner. Also, the vast flood of new and reprinted literature on Africa puts within the student's reach a large amount of material which is very difficult to select from and maybe even hazardous to use without some guidance, in that many older books are founded on racist assumptions, sometimes blatantly, sometimes subtly.

In a small portion of a semester, you must choose a topic, compile a bibliography, read, criticize, take notes, organize your material, write and revise your essay. In a too common pattern, problems in choosing a topic or in locating needed resources will use up so much time that little leisure is left for the job of criticism, organization, and writing.

This brief guide is designed to overcome some of these problems for students doing their first investigation into African history, by helping you move quickly and efficiently through the first two steps -- choosing a topic and locating resources.

In the next section we suggest several ways of arriving at a topic, which we define as a hypothesis to be tested rather than simply the events occurring in one territory through a given period of time.

After choosing a topic, then, the next step will be to compile a bibliography. It is not our purpose in this pamphlet to give you your topic or to present an exhaustive bibliography. We will rather try to guide you to systematic bibliographical aids.

Thus, we can neither survey the problems of research methods and historiography which pertain to all historical work, whatever the field of inquiry, nor can we give a general guide to library resources, but only a selection of such materials as are readily available in many libraries and directly pertinent to African topics.

II. Choosing a Topic

A. A Guide to Textbooks

Most of us have read textbooks all our lives. They are the source of information on which we are tested, and we have been conditioned to treat them as authorities to be read for information. Yet textbooks might be termed 'tertiary' rather than even secondary authorities, in that they are based on other books rather than on direct research in original documents. Textbooks would thus not be a source of reliable information for research purposes.

It is this very fact that the generalizations, judgments, and opinions of textbooks may be open to question that makes them useful to us here. We may still often read textbooks passively, to receive information and 'learn' the subject. But here we want to read textbooks actively, deriving from it questions rather than answers.

To read actively is to confront the book with what you know, believe, expect. What do you expect to be told about, say, the slave trade or colonial rule. In reading, when you are taken aback, surprised, or outraged, you have found a topic for your investigation. Of course, the reverse may hold too: if you find yourself surprisingly comfortable with the flow of information, you should stop and ask what assumptions you and the author share. These, too, may need testing.

Direct statements of opinion in textbooks are often muted, obscured, or disguised. They occur rather in the emphasis, structure, selection, and arrangement of material than in overt assertions. What questions are not answered because they are not even raised? A way to avoid being captured by the authoritative tone of the book is, again, to ask in advance the questions you would like to have answered. If this helps you to spot omissions, biases, and distortions, you will find these likely areas for further investigation.

What follows is a brief critical list of African history textbooks. Several of these are, in fact, very generous with clear opinions and controversial generalizations, and thus very suitable for leading you to a topic for research.

--Roland Oliver & J. D. Fage, A Short History of Africa , Baltimore, Penguin Books, second edition, 1966.

> This is the pioneering work of synthesis in African history. It is brief and compressed but sparkles with provocative insights to open up worthwhile topics for investigation.

--Basil Davidson, Africa in History: Themes and Outlines. New York: Macmillan, 1969.

Davidson has been another imaginative synthesizer of African history. His works are always stimulating and argumentative, provoking disagreement and further investigation, as well as having a valuable popularizing role.

--Robert I. Rotberg, A Political History of Tropical Africa. New York: Harcourt, Brace & World, 1965.

The first successful American textbook, its main features are a detailed bibliography, a rich use of quotations, an emphasis on the pre-European period, with detailed information about African kingdoms but little about African peoples and cultures.

--Robert W. July, A History of the African People. New York: Scribner, 1970.

Perhaps the standard American textbook, a judicious survey of the entire subject, with emphasis on the colonial period and the western impact, yet with a focus on African activities in these contexts.

--Roland Oliver and Antony Atmore, Africa since 1800, Second edition, Cambridge University Press, 1972.

A British text, condensed and terse, but with many interesting judgments, cutting more deeply into African realities than most of the other books.

--E. Jefferson Murphy, History of African Civilization. New York: Crowell, 1972.

A long and balanced textbook with a strong interdisciplinary basis, and full attention to cultural history, the book is nevertheless marred by errors and simplifications.

--Robin Hallett, Africa to 1875: A Modern History; Africa since 1875: A Modern History. Ann Arbor: University of Michigan Press, 1970, 1974.

These two volumes make up the longest of the texts cited here. The work covers the entire continent and neighboring islands. Its long succession of regional summaries make it useful for quick reference, and there is a full bibliography.

--Joseph E. Harris, Africans and their History. New York: New American Library.

A shorter interpretive work which incorporates recent scholarship.

Two outstanding regional textbooks, among many, may also be cited:

--J. B. Webster & A. Adu Boahen, History of West Africa: The Revolutionary Years--1815 to Independence. New York: Praeger, 1970.

A well-written text, with useful maps and many illustrations. The text is comprehensive enough to use for checking factual details and for reference.

--Donald Denoon, Southern Africa since 1800. New York: Praeger, 1973.

Tersely written and well organized, this work offers generous detail on indigenous African developments; it is full of clear and considered judgments and opinions, which will suggest many lines of further investigation.

There are general textbooks also by Donald Wiedner, Richard W. Hull, Harry Gailey Jr., and others, in addition to a wealth of text material on different regions of Africa. But the textbooks described here are readily available and are perhaps most suited to suggest topics through their opinions, interpretations, and generalizations.

B. Controversies among Historians

The fundamental controversy in African historical writing today is over the degree of continuity or change from precolonial times, through colonial rule to the present. It is a controversy of fact and value. Some historians see in the evidence notable continuities from pre-colonial times through the brief period of colonial rule; others, stressing different aspects of the evidence, look upon European contact and colonial rule as the vehicle of transformation. Again, some students evaluate the continuity negatively ("tribalism"), others positively ("African personality"). Similarly, some of those stressing transformation view the change positively ("modernization"), while others view it negatively ("imperialist exploitation"). One of the critical exercises in reading African history is to try to identify the positions of authors in this controversy, and to assess the implications of the evidence they present. Controversies about even limited topics are often germane to this one broad set of disagreements.

You should ask yourself what your own attitude is to these questions. You may not know enough African history to decide the matter, but such attitudes are derived only partly from the study. It is really part of one's attitude toward the world, human society, and your definition of what is good in life.

Two different pairs of works can be cited to illustrate these debates among historians. The contrasting points of view found in these two pairs may well give you a lead to questions which you can test by further work in specific case studies:

--L.H. Gann and Peter Duignan, Burden of Empire: An Appraisal of Western Colonialism in Africa South of the Sahara. New York: Praeger, 1967.

--Walter Rodney, How Europe Underdeveloped Africa. Washington, Howard University Press.

--Walter Rodney, How Europe Underdeveloped Africa. (continued)

The basic assumptions and conclusions of these two works are almost entirely at odds. Both are more highly colored in their bias than most of the texts cited above. Gann and Duignan believe that capitalism brought a beneficial modernization to Africa. Rodney's writing is Marxist in flavor. The two works often contradict each other in interpreting and evaluating facts, even though they many times agree on the facts themselves.

--J.D. Fage, "Slavery and the Slave Trade in the Context of West African History", Journal of African History, X 3 (1969), 393-404.

--C.C. Wrigley, "Historicism in Africa: Slavery and State Formation", African Affairs, LXX (1971), 115-123.

Fage stresses the positive factor of extensive state formation in West Africa during the era of the slave trade; Wrigley, contradicting this, argues that states were destructive of other harmonious and functioning societies, that they increased violence, inequality, and oppression. Such disagreement invites close examination of the data of a single region, kingdom, or society in pre-colonial Africa.

C. From Assumption to Hypothesis

As you progress toward defining a topic, you should move from an assumption to a hypothesis. The territory, society, and period of time you will write about will only come afterwards as the case study through which you will test your hypothesis.

We can only give examples here. We do not know what beliefs or assumptions you will make or that you find striking in the reading you have done. The assumptions listed here are not necessarily either right or wrong, but they are ones we have found reflected in reading and discussions with students. Our task--and yours in writing an essay--is not at first to refute them or support them, but rather to test them, arriving finally at what you believe to be a reasonable, if tentative, conclusion.

1. Assumption: That the same consistent oppression has been suffered by Africans in America and Africa uniformly from the fifteenth century to the twentieth.

Define the race relations situation you expect to find, and apply it to one or more places and times in African history. Theorists of race relations, such as Pierre L. van den Berghe,[1] John Rex,[2] Philip Mason,[3] Michael Banton,[4] and others, have worked out typologies of race relations situations, to help you in shaping your hypothesis.

2. Assumption: That missionaries destroyed a valuable heritage of African thought and values.

Questions: What happens when a people give up their traditional faith and convert? Is Christianity less appropriate to Africa than some other religions? How alive is the African religious heritage today? Authors such as Robin Horton,[5] H. W. Turner,[6] A. F. C. Wallace,[7] and J. W. Fernandez,[8] and John Mbiti,[9] may help to provide a framework for analyzing these and similar questions.

3. Assumption: Africa is utterly different from Europe and its ways of thought cannot be understood by westerners.

This is an insoluble problem. How do you know when you are "understanding" something? But anthropologists such as Robin Horton[10] and philosophers such as W. E. Abraham,[11] have tried to define and compare African traditional thought and western scientific thought as paradigms, and their attempts help put value laden terms such as superstition, witch doctor, ancestor worship, into perspective. You may not fully understand the African society you choose for analysis, but you should understand yourself better in the process.

4. Assumption: European trade with Africa was always unequal and exploitative, tantamount to robbing Africans of their resources.

What is called for here is an analysis of the structure of an African industry in terms of factors of production, linkages, multiplier effects, investments. A. G. Hopkins[12] uses staple theory and other economic concepts and suggests ways to test selected industries.

5. Assumption: That the migrant labor system has been forced upon Africans and has damaged the fabric of their societies.

Define the situation you expect to find. Josef Gugler[13] has reviewed the varying attitudes of the experts and suggested various case studies.

6. Contradictory assumptions: Do the conflicts of multi-ethnic or plural societies derive from African "tribalism" or are they the colonial legacy of "divide and rule" tactics? The essays in the Kuper and Smith volume[14] offer a set of theories. Choose a territory for analysis in order to test the theories and your own expectations.

7. Assumption: Africans effectively and readily took up modern cultural forms, contradicting racist assumptions about their incapacity; or, Africans fought effectively against the subtle imperialism of European culture and were successful in holding to their own ways.

What are your expectations? Simon Ottenberg[15] provides a model inquiry for one African people that you could apply to another case study.

8. Assumption: That the European conquest of African societies in the late nineteenth century was a pushover.

Questions: Why did some Africans collaborate? What were the economic and technological factors influencing the ease of the European takeover? With what determination did Africans resist in some regions? D. A. Low,[16] Michael Crowder,[17] and T.O. Ranger[18] provide ways of approaching these and similar questions.

9. Assumption: Pre-colonial African states were in a stage of "feudalism," like those of medieval Europe. You need a distinct definition of feudalism, which can be tested against your study of an African polity. Jack Goody[19] provides such a definition, and his own answer to the question.

References to authors cited in the previous section:

1. Pierre L. van den Berghe, Race and Racism. New York: Wiley, 1967.

2. John Rex, Race Relations in Sociological Theory. New York: Schocken Books, 1970.

3. Philip Mason, Patterns of Dominance. New York; Oxford University Press, 1970.

4. Michael Banton, Race Relations. London: Tavistock, 1967.

5. Robin Horton, "African Conversion," Africa, XLI (1971), 85-105.

6. H. W. Turner, "The Place of Independent Religious Movements in the Modernization of Africa," Journal of Religion in Africa, II (1969), 43-63.

7. A. F. C. Wallace, "Revitalization Movements," American Anthropologist, (1956).

8. J. W. Fernandez, "African Religious Movements; Types and Dynamics," Journal of Modern African Studies, (1964)

9. John Mbiti, African Religions and Philosophy. New York: Praeger, 1969.

10. Robin Horton, "African Traditional Thought and Western Science," Africa (1967).

11. W. E. Abraham, The Mind of Africa. Chicago: University of Chicago Press, 1962.

12. A. G. Hopkins, An Economic History of West Africa. New York: Columbia University Press, 1973.

13. Josef Gugler, "The Impact of Labour Migration on Society and Economy in Sub-Saharan Africa: Empirical Findings and Theoretical Considerations," African Social Research, VI (December 1968), 463-486.

14. Leo Kuper & M. G. Smith, eds., Pluralism in Africa. Berkeley: University of California Press, 1971.

15. Simon Ottenberg, "Ibo Receptivity to Change;" in Continuity and Change in African Cultures, eds., W. J. Bascom & M. J. Herskovits, pp. 130-43.

16. D. A. Low, "Lion Rampant," Journal of Commonwealth Political Studies II (1963-4), 235-52.

17. Michael Crowder, ed., West African Resistance: The Military Response to Colonial Occupation. Africana Publishing Corp., 1970.

18. T. O. Ranger, "African Reactions to the imposition of colonial rule in East and Central Africa," in Colonialism in Africa, ed., L. H. Gann & Peter Duignan, vol. I, Cambridge University Press, 1969

19. Jack Goody, Technology, Tradition, and the State in Africa. London: Oxford University Press, 1971.

This list could be expanded indefinitely. It is not the purpose here to give you your topic or provide a full bibliography, but only to suggest the way that the assumptions you make or that you notice in your early reading, can be translated into a hypothesis which you can test against a specific area of reality. Your paper topic can thus be chosen in two steps: (1) What problem or question will you analyze; (2) What territory or society will you choose as a test case? Only then are you ready to start your systematic search for bibliographical resources.

III. Reference Materials

The reference materials described on the following pages will lead you, inevitably, to many sources that are not available locally and, in some cases, not even available in the United States. However enticing such sources may seem, you will probably do best to pass them up. In most cases, they will take too long to arrive, considering the limited time of a semester. In any case, there is more material available locally for most topics than you can use.

A. Using the Subject Catalog

The Subject Catalog can be approached in several ways for finding subject headings appropriate for your paper. One way is by country or geographical area. The subject heading "AFRICA" is the broadest and an African city such as "Johannesburg" is the narrowest. Between these two extremes are all the countries of Africa, such as "ZAIRE" and "ANGOLA", and geographical areas comprising more than one country, such as "AFRICA, WEST" and "AFRICA, SOUTH." All of these geographical subject headings are sub-divided by topics such as "history", "economic conditions", "politics and government", etc.

To illustrate Subject Catalog techniques, let us assume you are researching a paper on political parties in Nigeria. You would probably start with the subject heading "NIGERIA". You would notice that this subject heading has several sub-divisions. The sub-divisions closest to your topic are "NIGERIA--POLITICS", and "NIGERIA--POLITICS AND GOVERNMENT." Under these headings you would find a group of cards representing all the books the library owns on these subjects. You could next try a broader subject heading. This would be "AFRICA, WEST". This too would have the sub-divisions, "AFRICA, WEST--POLITICS" and "AFRICA, WEST--POLITICS AND GOVERNMENT". An even broader subject heading would be "AFRICA, SUB-SAHARAN--POLITICS" and "AFRICA, SUB-SAHARAN--POLITICS AND GOVERNMENT".

Another way to approach the Subject Catalog is by topic rather than by country. For example, you would find books on African art under the subject heading, "ART--AFRICA". The following are examples of topical subject headings:

AGRICULTURE--AFRICA

AGRICULTURE--AFRICA, WEST

ART--AFRICA

ART--AFRICA--HISTORY (**Note second sub-division)

EDUCATION--TANZANIA

MUSIC--AFRICA

MUSIC--NIGERIA

You can also use names of African groups and tribes as subject headings. You will find catalog cards under such subject headings as, "BANTU", "BUSHMEN", "YORUBA", etc.

B. Indexes

Ref. AI 3 .R493 (on index table)

Social Sciences Index, v.1 - June 1974- Quarterly.
An Author and Subject index to 263 periodicals in the fields of anthropology, area studies, economics, environmental science, geography, law and criminology, medical sciences, political science, psychology, public administration, sociology and related subjects. Last section of each issue is an index to book reviews arranged by the author of the book. Supersedes the Social Sciences and Humanities Index (Ref. AI 3 .R49)

Ref. AI 3 .R492 (on index table)

Humanities Index, v.1 - June 1974- Quarterly.
An Author and Subject index to 260 periodicals in the fields of archaeology and classical studies, area studies, folklore, history, languages and literature. Supersedes the Social Sciences and Humanities Index (Ref. AI 3 .R49)

Ref. Z7163 .P9 (on index table)

Public Affairs Information Service Bulletin (P.A.I.S.), v.1 - 1915-
This is a weekly publication that lists by subject current books, pamphlets, periodical articles, government documents, and any other useful library material in the social sciences with an emphasis on economics, and public affairs.

Ref. DT 1 .I553

African Abstracts, v.1 - 1950- Quarterly.
This is a quarterly review of articles concerning Africa. Approximately 225 periodicals in all languages are indexed. Arrangement is by geographical area with both an Ethnic and Linguistic Index and an Author Index. The articles that are indexed are summarized in about 100 words.

Ref. Z1223 .A18

U.S. Superintendant of Documents. Monthly Catalog of United States Government Publications. 1895- Wash., G.P.O., 1895- Monthly.
This is a current bibliography of publications issued by all branches of the federal government, including Congressional and department publications. Each issue has an index, and there is an annual index in each volume. These indexes are by author, title, and subject. Publications dealing with Africa are listed in the indexes under both geographical area and under topical subject heading, e.g. "agriculture". From 1956 the library has all of these publications on microfilm. For prior years consult reference librarian.

Doc. JX1977 .A2

United Nations. Dag Hammarskjold Library. Documents Index Unit.
United Nations Documents Index, v.1 - Jan. 1950- Monthly.
This is an index to documents of all branches of the U.N. Monthly issues are superseded by two separate annual cumulations: Checklist index arranged by issuing agency and a subject index. The library has an almost complete set of these publications on microfilm.

C. Handbooks and Encyclopedias

Ref.
DT 1
.A21

Africa Contemporary Record; Annual Survey and Documents, v. 1-1968/69-Yearly
Divided into three parts. Part I is on current issues and contains short chapters on contemporary problems and issues in Africa. Part II gives a country-by-country review of the past year. It includes names of government officials and statistics on trade and agriculture. Part III gives actual texts of important treaties, speeches, and other documents on Africa. Includes subject index.

Ref.
DT 351
.A37
1974

Africa South of the Sahara, 1971- Yearly
This is a yearly publication that gives up to date information and statistics on regional organizations in Africa and on individual countries. For each country facts and figures are given in the following categories: physical and social geography, history, economy, statistics, texts of constitutions and names of government officials, select bibliography.

Ref.
DT 352.8
.B56

Black Africa; A Comparative Handbook. N.Y., Free Press, 1972.
This handbook gives tabular and statistical information on 32 African countries. It includes maps and selected bibliographies for each country. The emphasis is on hard to get census information, such as school enrollment, religious affiliation, newspaper circulation, number of movie houses, etc. Data has been drawn from scholarly journals, books, government publications, U.N. documents, and reference works.

Ref.
DT 729
.R65
1970

Rosenthal, Eric. Encyclopedia of Southern Africa. 5th ed. London & N.Y., Frederick Warne, 1970.
This is a handy one volume encyclopedia covering all subjects from history and politics to cooking and customs. The countries included are the Republic of South Africa, Rhodesia, Zambia, Malawi, South West Africa, Mozambique, Lesotho, Swaziland, and Botswana.

Ref.
DT 729
.S7
v.1-9

Standard Encyclopedia of Southern Africa. Cape Town, NASOU, 1970-
This is a regional encyclopedia which has been in preparation since 1957. The main emphasis is on the Republic of South Africa and its immediate neighbors. There are many photographs and illustrations.

DT 3
.H3

Hailey, Lord, An African Survey: A Study of the Problems Arising in Africa South of the Sahara. Oxford University Press, 1938, rev. ed., Oxford University Press, 1957.
This vast and detailed work is a survey of social, economic, political, and administrative problems, experienced by the governments of tropical Africa. It is apparently badly "out of date" but this lends it great value for historical work. The first edition was published at the height of the colonial period and reflects the concerns and realities of that time; the second edition came out when "decolonization" was in full swing.

D. Bibliographies

Ref. DT 31 .G35 v.5
Gann, Lewis H,, comp. Colonialism in Africa 1870-1960. Volume 5: A Bibliographical Guide to Colonialism in Sub-Saharan Africa. London, Cambridge, University Press, 1973.
This is a selective bibliography on imperialism in sub-Saharan Africa. The emphasis is on historical material but it includes works in the fields of anthropology, law, economics, and geography. It is divided into three parts. Part III is an area guide arranged by colonial power, region, and country. Each colonial section has four parts: atlases, serials, bibliographies, and reference works.

Ref. x Z3501 .I 53
International African Institute. Cumulative Bibliography of African Studies. Boston, Mass., G. K. Hall, 1973. 5 volumes
The first three volumes of this set make up the classified catalog; the last two volumes are the author catalog. The basic classification is geographical. Within the geographical sections are alphabetically arranged subject headings. For example, to find books and articles in this collection on agriculture in the Sudan you would first find the section on North-East Africa, then the sub-section on the Sudan, and lastly the division "agriculture" within the sub-section on the Sudan. There is an Index to the subject headings at the end of the classified catalog.

Ref. x Z3503 .U47
U.S. Library of Congress. African Section. Africa South of the Sahara; an Index to Periodical Literature, 1900-1970. Boston, G. K. Hall, 1971. 4 volumes plus supplements through June 1972.
This photographically reproduced card index is arranged first by country within which are subject headings in alphabetical order. Most of the references are to articles published in the last 10 years in the major scholarly journals of Africa, Asia, Europe, and North America, together with some of the lesser known periodicals issued in Africa. The last volume includes a Literary Index which lists poetry, plays, and short stories written by Africans and published in journals.

Ref. x Z5119 .H35
Harvard University. Peabody Museum of Archaeology and Ethnology. Library. Catalogue: Authors. Boston, G. K. Hall, 1963. 26 volumes, plus supplements.

Ref. x Z5119 .H36
---- Catalogue: Subjects. 27 volumes, plus supplements.
The basic set includes 82,000 volumes and pamphlets plus journal articles on anthropology. Its coverage is world wide. In the Subjects set the arrangement is primarily geographical with topical subdivisions. Most African ethnic groups will be found under the countries or areas which they have inhabited. A few, such as the Bushmen and Pygmies, have their own heading. There is a separate Index volume listing the subject headings and cross references.

Ref. Z3501 .C87 A Current Bibliography on African Affairs, v. 1-6, April 1962-67; New Series, v. 1- Jan. 1968- Quarterly

Each issue has three sections: feature articles, book reviews, bibliographies. This last section is divided into two parts: General Subjects (such as Education, Nationalism, Music and dance, etc.) and Regional Studies. Books and periodical articles are included. There is an author in each issue.

Ref. Z3501 .U47 1973 U.S. Dept. of the Army. Africa; a Bibliographic Survey of Literature. Wash. 1973. DA pamphlet 550-17

Part I is an overview dealing with such issues as the strategic import of Africa, economic aspects, problems of statehood, and unity. Parts II and III are arranged by geographical area with topical subdivisions such as economic problems, history, political problems, etc. Part IV is a brief bibliography of standard source materials in African studies. The appendixes, which constitute the bulk of this book, are the familiar background notes published periodically by the State Department. Maps of each country are included in this section.

E. Human Relations Area File

This is a microform set concerning anthropology and related behavioral sciences throughout the world. Each microfilm card is a copy of a page of an article, book, or manuscript which has been processed for the files. The files contain primary source material on hundreds of ethnic groups including many in Africa. This set is most important for cross-cultural and comparative research, though it is also valuable for studying specific areas and cultures.

F. Scholarly Journals

There are now literally dozens of journals dealing with Africa. The reference materials cited above will effectively lead you to the articles in such journals. The student moving into African studies for the first time should, however, be familiar with these:

Journal of African History v.1 - 1960- Cambridge University Press.

The main professional journal for African historians. Many of its articles are quite technical in nature, but there are also review articles and articles synthesizing and interpreting important broad themes. The journal reviews all important books on African history.

Africa v.1 - 1928- Oxford University Press

A professional journal important for African anthropologists. It is also valuable for historical work. In particular, case studies of individual African societies would be essential for the historian working on those societies.

African Affairs Journal of the Royal African Society. v.1- 1901- London.

A public affairs journal with many historical articles. Each quarterly issue contains a bibliography of recent works and a select list of articles on Africa appearing in non-Africanist periodicals, arranged by region. This source is a good place to pick up very recent articles, not yet included in standard reference sources.

G. Maps and Atlases

Anonymous [CIA] Maps of individual African countries. These are shaded relief maps of varying scale, e.g. Sierra Leone 1:920,000. Major place names, transportation network, ports and airports are shown, and areas beyond national boundaries left blank. Small insets show population groups, vegetation, economic activity, mining, etc.

Defense Mapping Agency (U.S. Army Topographic Command). 36 sheets covering the African continent at 1:2,000,000 scale, with 100 foot contour lines. Detailed transportation network, major place names, vegetation, internal political boundaries are given. Individual sheets are of various dates and editions, e.g. sheet 34, Johannesburg, 1970.

J.D. Fage, An Atlas of African History. London, E. Arnold, 1963. This contains a series of 62 maps covering African history since Roman times. The black and white outline maps cover traditional polities and movements of peoples, trade routes, European penetration, and modern economic and political development. Brief and condensed texts explain the maps.

Ref.
G1019
.T52
vol. 4

John Bartholomew, ed. The Times Atlas of the World, vol. IV: Southern Europe and Africa, Boston: Houghton Mifflin, 1956.
The eleven plates covering the African continent are at 1:5,000,000 scale with some larger scale insets of important cities or regions. Relief is indicated by a color chart. There is a detailed index-gazetteer giving latitude, longitude and position in the maps themselves.

Editions Jeune Afrique, The Atlas of Africa, ed. by Regine van Chi-Bonnardel. Free Press, 1974.
One section of this work analyzes soils, climate, population, languages, and other aspects of the entire continent. Another section presents individual countries, with a general reference map and an economic map for each. There are several pages of explanatory text for each country, with a wealth of up to date information.